

Eureka Math *A Story of Units*

First Grade – Module 3

2015-2016

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Note: Test based on Eureka Math Version 3. (No difference between Version 2 and Version 3.)



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that **4 now indicates advanced understanding of grade level standards expected at this time of year.**

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 3 Grading Guidance:

- Standards 1.MD.1, 1.MD.2, and 1.MD.4 are only assessed in First Grade Module 3. The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)

Updates

Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 3. Some standards will be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (*)*. Please refer to the Curriculum Overview of A Story of Units for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

First Grade Module 3: End-of-Module Assessment Task Score Sheet**A Progression of Learning**

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 3: End-of-Module Assessment						
Question	Domain		Standards			
	Operations and Algebraic Thinking	Measurement and Data	1.OA.1	1.MD.1	1.MD.2	1.MD.4
1	1 2 3 4	1 2 3 4	X			X
2		1 2 3 4		X		
3	1 2 3 4	1 2 3 4	X		X	
4 a, b, c		1 2 3 4		X	X	
4d	1 2 3		X			

Domain Score	Operations and Algebraic Thinking		Measurement and Data	
Total Points				
Level	4	11 pts.	4	14-16 pts.
	3	8-10 pts.	3	10-13 pts.
	2	5-7 pts.	2	6-9 pts.
	1	3-4 pts.	1	4-5 pts.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned some points. This translates to a score of 1 in the grade book.

First Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

Represent and solve problems involving addition and subtraction.

- 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

Measure lengths indirectly and by iterating length units.

- 1.MD.1** Order three objects by length; compare the length of two objects indirectly by using a third object.
- 1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Represent and interpret data.

- 1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

First Grade Module 3: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 1.MD.4, 1.OA.1 Use this rubric to score students in both MD and OA.	The student correctly answers 0-1 of the five parts.	The student correctly answers 2-3 of the five parts.	The student correctly answers 4 of the five parts.	The student correctly answers 5 of the five parts. (See below.)
	a. (1) 7 students b. (2) 11 student c. (3) 16 students d. (4) 1 student e. (5) 2 students			
2 1.MD.1	The student demonstrates little to no understanding of the comparison.	The student identifies that dog's path is shorter, but is unable to provide a clear explanation. OR The student incorrectly identifies the cat's path as shorter, but is able to draw a picture to explain (this may reflect a linguistic interpretation issue).	The student: (1) Identifies that dog's path is shorter. (2) Explains how the string could be used to compare the distance, but parts of the explanation are unclear.	The student correctly: (1) Identifies that dog's path is shorter. (2) Clearly explains how the string could be used to compare the distance from each desk to the door (transitivity), by drawing pictures.
3 1.MD.2 1.OA.1	The student correctly answers 0-1 of the seven parts.	The student correctly answers 2-4 of the the seven parts.	The student correctly answers 5-6 of the seven parts.	The student correctly answers 7 of the seven parts. (See below.)
	(1) Identifies (b) as having the proper measurement. (2) Identifies (d) as having the proper measurement. a. (3 & 4) Cites <u>at least 2 key elements</u> to measuring accurately in her own words. <ul style="list-style-type: none"> no gaps attentive to endpoints same-sized length units b. Identifies correct measurements for (5) b (4 cm) and (6) d (2 paper clips). (Units are required). For this item, accept correct measurements for any items the student identified in parts 1 & 2, even if b and d were not identified. c. (7) Explains that measuring with different lengths of units (small or large paper clips) can result in different quantities of measurement for the same length item.			
4 a, b, c 1.MD.1 1.MD.2	The student correctly answers 0-1 of the six parts.	The student correctly answers 2-3 of the six parts.	The student correctly answers 4 of the six parts.	The student correctly answers 5 of the five parts. (See below.)
	a. (1) Measures the train (8 cm), (2) pencils (11 cm), and (3) lollipop (9 cm). b. (4) Orders the items by length (train, lollipop, pencil). c. (5) Identifies the pencil as longer than the lollipop.			



Assessment Recommendations for Eureka Math A Story of Units
Teaching and Learning Department - Bethel School District

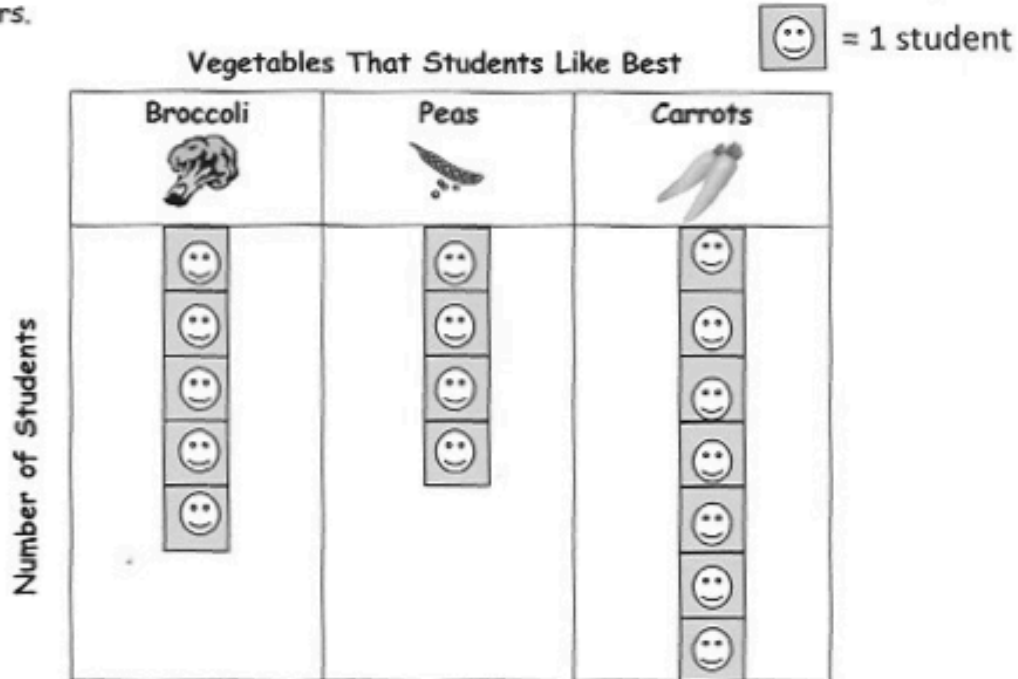
A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
4 d 1.OA.1	The student incorrectly solves the comparison.	The student shows work that supports a calculation error leading to an incorrect answer.	The student correctly solves the comparison problem by identifying the pencil as 3 centimeters longer than the train. OR The student solves the comparison correctly based on incorrect measurements in parts a-c. Note: Units are not required for full credit.	Level 4 unavailable for this item.



First Grade Module 3: End-of-Module Assessment Task Key

Name Maria Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he likes best. Use the graph below to answer the questions. Remember to label your answers.



a. How many students like carrots the best?

7 students

b. How many students like carrots and peas the best?

11 students

c. How many total students answered the survey?

16 students

d. How many more students like broccoli than like peas the best?

1 student

e. How many fewer students like broccoli than like carrots the best?

2 students

First Grade Module 3: End-of-Module Assessment Task Key (continued)



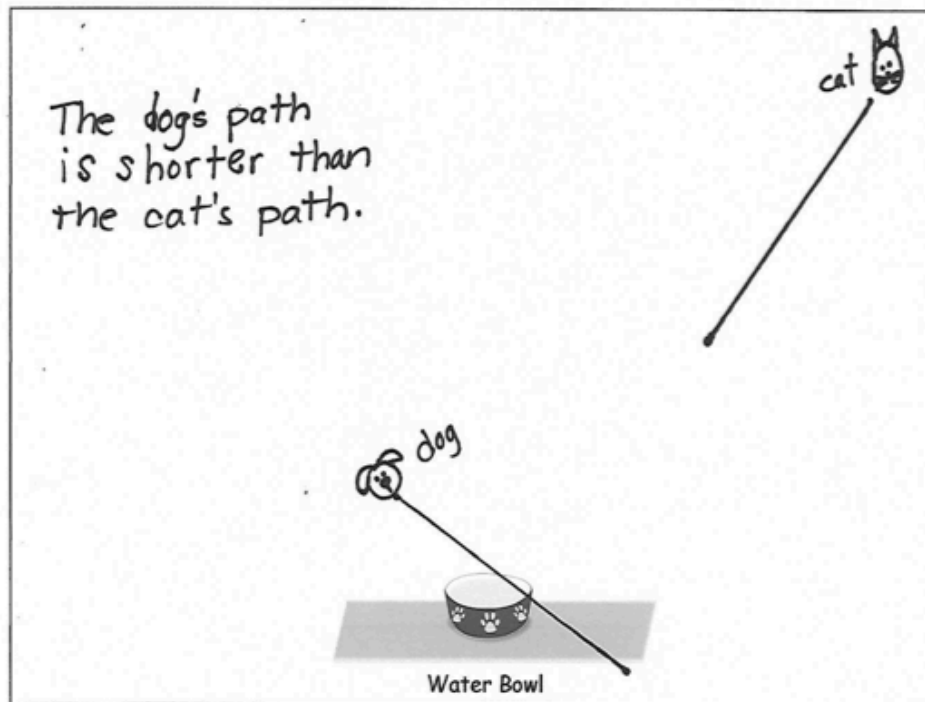
2. Cesar has a piece of string that he wants to use to compare how far his cat's bed



and his dog's bed are from their shared water bowl.


- The string is a lot **longer** than the dog's path to the bowl.
- The string is a lot **shorter** than the cat's path to the bowl.

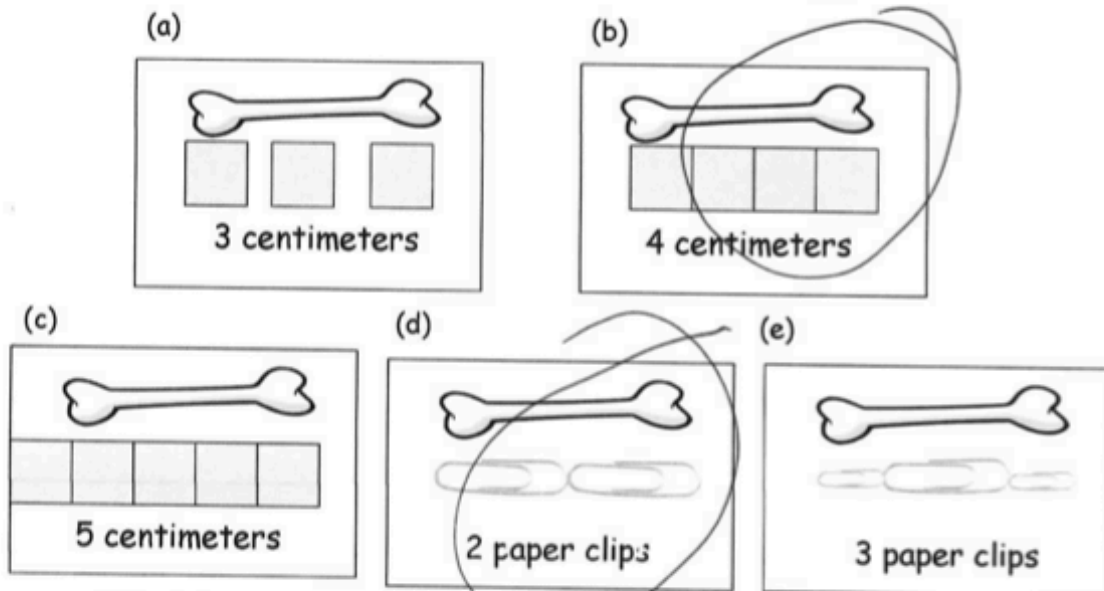
Whose path is shorter to the water bowl, the dog's or the cat's? Draw a picture to show how you know.



First Grade Module 3: End-of-Module Assessment Task Key (continued)

3. Circle the pictures that show a correct measurement.

 is a centimeter cube.



a. Why did you pick these pictures? Explain your thinking with two reasons.

They both start at one end and go
to the other end with the same size pieces.

b. What was the length measurement of the **bone** for each correct picture?

4 centimeters 2 paper clips

c. Why are the (d) and (e) measurements with paper clips different?

The paper clips in (e) are different
sizes than the paper clips in (d).

First Grade Module 3: End-of-Module Assessment Task Key (continued)

4. Measure the length of the picture of each item with centimeter cubes.

a.



11 centimeters



8 centimeters



9 centimeters

b. Order the train, pencil, and lollipop from shortest to longest.

train, lollipop, pencil

c. Which item, or items, are longer than the lollipop?

The pencil is longer than the lollipop.

d. How much longer is the pencil than the train?

The pencil is 3 centimeters longer than the train.